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those agencies which are promoting it in the public schools. The agencies discussed in the several chapters include the following: the United States Department of Agriculture, the United States Bureau of Education, state departments of education and state legislation, the agricultural colleges, the state normal schools, the National Education Association and other teachers' associations, educational periodicals, periodical literature, state organizations for agriculture, farmers' institutes, agricultural societies, boys' agricultural clubs, and textbooks.

Each of these agencies is considered with reference to what it has done and is now doing for agricultural education, and the information given is reliable and up to date. Considerable attention is given to recent state legislation on the subject, and to the work of the agricultural colleges and the state normal schools in preparing teachers of agriculture.

One chapter is devoted to the elementary and secondary schools—the need of redirection in the elementary schools, how agriculture is being introduced into these schools, and the various types of schools giving secondary instruction in agriculture.

Dr. Davis' book is entirely unlike any other that has been published. It will serve as a reliable compendium for those who want a reference book and as a valuable and interesting introductory textbook for students of agricultural education. For both of these purposes the annotated bibliography of over 200 references will be invaluable.

D. J. CROSBY

WASHINGTON, D.C.

Problems of Boy Life. By J. H. WHITEHOUSE, M.P. London: P. S. King & Son, 1912. Pp. viii+342. 10s. 6d.

This book is a compilation of articles by a number of specialists, and confines itself largely to the problems of labor and education. In the earlier chapters it discusses the wide gap existing between the educational system and trade life. That this gap, plus the increasing subdivision of labor, the instability of industry, and the difficulty of controlling these factors, is reducing most labor to the level of common unskilled labor is clearly shown. The writers discover that in England conditions are very much like those observed by investigators in the United States. They find, for example, that the average boy laborer tends to become an industrial nomad, that he enters the so-called "blind-alley" occupations, gropes about in them for some time, and then becomes the victim of unemployment and frequently loses interest in work altogether.

It is especially shown that many displacements occur in the early industrial life of the young man because he is inadequately trained for work. The disadvantages or doubtful value of the messenger service, the street trades, and of work as errand boys, pages, etc., are boldly pronounced, and reform demanded. Such reform should begin with the elementary school. Half-time labor should be abolished, and the age of total exemption from school attendance be raised. This, at the present time, is only 13—lower by a year than in most progressive American states. A plea is also made for the supervision of children after they leave school, and a program of vocational guidance is advocated. The Munich system of education, as worked out by Dr. Kerschensteiner, is given an entire chapter, and complimented because of its success in preparing children for their subsequent industrial life.

In the middle of the book we find a chapter on "The Boy Criminal," which, while valuable as an independent chapter, is not closely related to the remainder of the book, and somewhat destroys its unity. The later chapters deal with measures of reform, "The Poor Law" and the "Administration of Child Care by the Board of Guardians," which are criticized because of relative inefficiency. Emphasis, however, is placed upon the new program in the public schools. The writers advocate the use of the schools for social service as well as education. They want children's care committees which would interest themselves in the welfare of children, would persuade parents to follow the advice of school nurses, would discover necessitous children and report them, and would advise children in respect to their after-employment—that is, furnish vocational guidance. In these respects the program outlined is quite as advanced as any so far suggested by American writers for the American schools. It is further suggested that the public schools be impregnated with university influence instead of continually carrying the tradition of the public school. This idea is developed in a chapter entitled "Cross-Fertilization in Schools." Another great menace which must be overcome is the development of class spirit and the increasing social stratification. Democracy can be promoted through the public schools and men must ever be on the alert to use them in such a way that the breaking-down of caste can actually be accomplished, for upon this fact largely rests the possibility of social progress.

The last two chapters deal respectively with parliamentary inquiries into the problems of boy life, and compulsory attendance laws in various countries. These chapters should really be regarded as appendices, the former being especially valuable because of its summaries of the results

of inquiries by numerous committees into various aspects of the boy problem.

The book does not deal with important boy problems, such as that of recreation, physical condition, and moral standards, and therefore is not an inclusive discussion of the subject. However, it does give a clear idea of the industrial difficulties of the boy in England, and has in it many suggestions for the American reader. The book, being a compilation, is not pervaded with a uniform style, but on the whole is written in interesting English. The American reader regrets that it does not cover more completely the various aspects of boy life.

GEORGE B. MANGOLD

ST. LOUIS SCHOOL OF SOCIAL ECONOMY

Études Bakango. Notes de sociologie coloniale. Par A. de CALONNE BEAUFACI. Liège: Mathieu Thone, Imprimeur-Éditeur, 1912. Pp. 152.

In this handsomely illustrated volume, M. de Calonne has collected some notes of travel among the Bakango, an African people who occupy the islands and banks of the Uelé River in Belgian Congo. He writes no detailed and exhaustive monograph; he gives us instead an intimate, sympathetic account of an African community as seen from within and from the native standpoint. The author is less concerned with the description of specific customs than with the explanation of the conditions under which Bakango folkways have originated and developed. His book, charmingly written in limpid French, merits the attention of the sociologist equally with that of the ethnographer. Professor E. Waxweiler of the University of Brussels contributes to the volume an appreciative postscript.

HUTTON WEBSTER

UNIVERSITY OF NEBRASKA

Social Aspects of Education. By IRVING KING. New York: Macmillan, 1912. Pp. 425. \$1.60.

The growing realization of the social possibilities of our public schools and the recent widespread experimentation in this hitherto neglected field have resulted in an extensive literature dealing with the social aspects of education. This literature is to be found, however, scattered through innumerable books, periodicals of every kind, miscellaneous